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ABSTRACT

The Learning Resource Center (LRS) at Austin Community College, in Texas, has developed professional evaluation guidelines and procedures to effectively assess and evaluate LRS personnel. The evaluation plan provides general guidelines and specific evaluation procedures and is divided into three major components. The first component is related to reviewing job responsibilities, with guidelines including the need for personnel to be aware of job descriptions and responsibilities, for responsibilities to be congruent with college objectives, and for evaluators to recognize the possibility that job responsibilities may change. Procedures for reviewing responsibilities include providing personnel with copies of job descriptions, annual lists of responsibilities completed by supervisors and employees, and adjustments to responsibilities if necessary. The second component is related to setting goals and objectives, which should be broad, achievable, and measurable; be linked to the mission of the LRS; and allow personnel to choose methods for accomplishing them. Procedures include annual self-evaluations by personnel and campus meetings of personnel to share goals. The final component is related to actual evaluation, which should be based on responsibilities and goals and objectives; be ongoing, collaborative, and objective; acknowledge good performance, as well as making recommendations for improvement; and encourage innovation. Procedures include annual evaluation surveys, interviews with personnel, and mid-year reviews. Appendixes include an evaluation timeline and evaluation instruments for different categories of LRS employees. (TGI)

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Austin Community College LRS Annual Professional Evaluation Procedures

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AUSTIN COMMUNITY COLLEGE
Learning Resource Services

LRS Annual Professional Evaluation Procedures

The purpose of this document is to define the manner in which the LRS professionals are evaluated. Since evaluations should not be discussed without considering job responsibilities as well as performance goals and objectives, a performance evaluation plan can be seen as having three major components.

1. Reviewing job responsibilities
2. Setting goals and objectives
3. Evaluating performance

The guidelines and procedures for these three areas are listed below. Guidelines are general statements as to what needs to be done in order to implement meaningful evaluations while procedures are the how, the who and the when needed to accomplish the guidelines.

An Evaluation Timeline is attached which gives an overview of all the relevant dates and activities.

Reviewing Job Responsibilities

Guidelines

- All professionals should be aware of their current ACC job description and individual job responsibilities.
- LRS job responsibilities should be in congruence with the official ACC job description and reflect the strengths of the individual, the objectives set by the LRS management (ex. supervisor, Management Team, Dean), the needs of the LRS, the departments, programs and needs of the specific site (ex. RVS-Nursing, RGC-Connections, NRG-Vo-Tech), and the mission of ACC.
- Use job description and job responsibilities as a guide for setting goals and objectives, which in turn will be used for performance evaluation.
- Be aware that job responsibilities may change. Actual responsibilities should be the basis for evaluation.

Procedures	**Date:**
• Current ACC job description shall be provided to all professionals by supervisors. Professional and supervisor need to review description to establish common ground and make sure both have the most current job description.	August or as appropriate
• Supervisor and employee list specific job responsibilities and duties in September of each year on the goal setting section of the LRS Annual Performance Evaluation Form.	September
• Mid-Year Review takes place in January.	January
• Adjustments to the job responsibilities list may occur at any time with agreement from both parties. Institutional needs may require changes.	As appropriate

Setting Performance Goals and Objectives

Guidelines

- Make goals broad, related to LRS goals, and based on job descriptions.
- Make objectives objective in nature, achievable, reasonable, results-oriented and measurable.
- Break down job responsibilities into measurable goals and objectives.
  - Goals should reflect *"What is to be accomplished."*
  - Objectives should be measurable steps of *"How the goal is accomplished."* It may take more than a year to achieve a goal, but the objectives that help meet the goal may, for the most part, take place throughout the year.
- Tie in performance goals and objectives with the mission of the LRS, the LRS department, and the campus academic programs.
- In general, professionals should be given the latitude to choose the method and means of accomplishing goals and objectives.

Procedures	**Date:**
• In August, using the LRS Annual Performance Evaluation Form, individuals will complete their self-evaluation, including: 1) a brief review of the year's accomplishments related to that year's goals and objectives. 2) goals and objectives for the next year on the goal setting form.	August
• By mid-September of each year, goals and objectives need to be established and agreed upon by both the supervisor and the LRS professional.	September
• At a September campus bi-weekly meeting, professionals should share their goals and objectives. This meeting will make sure everyone is aware of each individual's goals at a campus. In addition, members may decide to work together on common goals.	September
• Goals and objectives will be discussed at the evaluation interview and the final version of the LRS Annual Performance Evaluation Form will be signed by both parties.	September
• Individuals should review their own progress on goals and objectives periodically throughout the year to make sure they are current and progress is "on track."	As appropriate
• Any changes which may affect goals and objectives should be discussed and documented by supervisor and individual, (for ex: assuming other duties) as the need arises.	As appropriate

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Evaluating Performance

Guidelines

- Base evaluations on job responsibilities and goals and objectives.
- Evaluation of performance is an ongoing process during the entire year. Performance problems should be discussed as they occur and briefly documented if necessary. Performance problems should not be "sprung" during the formal evaluation.
- View evaluations as a way to acknowledge good performance, provide direction, and make recommendations to improve performance.
- Share common ground about what is going to be on the evaluation. Both supervisor and person being supervised should be aware of the evaluation process and its components.
- Evaluations should be balanced. Careful consideration should take place in weighing overall performance during the entire year against any isolated instance of unsatisfactory behavior and/or performance.
- Evaluations should encourage and support those who attempt to be innovative in problem solving.
- While the evaluation process is subjective in nature, be as objective as possible in the analysis of performance. Supervisors must be able to back up what may seem a subjective process with objective observations.

Procedures	**Date:**
LRS Annual Professional Evaluation...	September
• Using the LRS Annual Performance Evaluation Forms, evaluate LRS professionals for the previous FY (Sept. through Aug.) using that year's pre-established goals and objectives. This time will also be used to finalize the upcoming year's goals and objectives. Supervisor will discuss draft evaluation with LRS Dean prior to employee interview evaluation.	
• In the evaluation interview, discuss specific instances (positive or negative) of work that was done, as well as give a general overview of what was and was not accomplished. Response to performance could be, "I have (not) observed . . . in your performance during the past four months..."	
Mid-year review...	January
• Review specific instances of working being done as well as a general overview of what is and is not being accomplished. Update the September LRS evaluation and progress toward current year's goals and objectives. Discuss any changes which may affect performance, (Ex: assuming other duties), and document any changes.	
• Complete the ACC Annual Evaluation Summary. For librarians, use the Full-time Faculty Evaluation Summary; for IT/D professionals use the Administrative/Professional Annual Evaluation Summary. (These forms are the official documents distributed by ACC Human Resources.) The Annual Evaluation Summary should cover performance for the *calendar* year.	

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Other Evaluations...

Evaluating Committee Work

Guidelines

- Base evaluation on individual's contribution to, and support of, committee's charge.

Procedures	**Date:**
• **Committee Members** fill out top of "Evaluation of Committee Member" form.	July
• **Committee convener** fills out bottom of "Evaluation of Committee Member" form and comments on overall evaluation of work. Copies of evaluation to go to the individual and the supervisor. Supervisor incorporates results in the September evaluation.	July
• **Committee Conveners** are evaluated by the committee membership using the "Evaluation of Convener" Form. Copies of evaluation to go to the individual and the supervisor. Supervisor incorporates results in the September evaluation.	July

Evaluating Facilitator Work

Guidelines

- Facilitator performance will be included on committee and individual LRS Annual Performance Evaluation forms.

Procedures	**Date:**
• Supervisor and employee will incorporate facilitator's goals and objectives in the LRS Annual Performance Form. ** Facilitator Evaluation will be reviewed in the future.*	Aug./Sept.

Evaluating Campus Conveners

Guidelines

- Campus Convener performance will be included as a part of the individual LRS Annual Performance Evaluation.

Evaluating Supervisor

Guidelines

- Evaluation of supervisor by professional and classified employees will be done annually.

Procedures	**Date:**
• Use the ACC Upward Feedback Questionnaire.	June/July
• Supervisor incorporates results in the LRS Annual Performance Evaluation Form.	

Evaluation Timeline

Committee Evaluation:

July Convener fills out "Evaluation of Committee Member"

Committee members fill out "Evaluation of Convener"

August **Professional Self-Evaluation:**
Professionals fill out an LRS Annual Performance Evaluation Self Evaluation form which includes their FY accomplishments, as well as goals and objectives for coming FY.
Both are forwarded to their supervisor.

Committee Goal Setting:
Committees write goals and objectives for upcoming FY.

September **Annual LRS Professional Evaluation:**
Supervisor fills out LRS Annual Performance Evaluation form which includes accomplishments, performance review, and recommendations.

Goal Setting.
Supervisor and professional meet to discuss performance, goals and objectives. They reach mutual agreement on goals and objectives by mid-month.

Note: September 95 interview will be a transitional one, since not all individuals may have done goals and objectives for the previous year. September 96 will be the first complete review cycle.

Goal Sharing.
Individuals share goals and objectives with campus professionals at a Campus Professionals meeting before the end of the September.

January **Mid-Year Review**
Supervisor and professional meet for a mid-year review to complete ACC Annual Evaluation Summary and to discuss changes in goals and objectives or problems.

June/July **Upward Evaluations**
Evaluation of Supervisors by professional and classified staff with ACC Upward Feedback Questionnaire.

July **Committee Evaluations**

August **Professional Self-Evaluation**
Committee Goal Setting

September **Annual LRS Professional Evaluation:**
Goal Setting
Goal Sharing

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AUSTIN COMMUNITY COLLEGE
Learning Resource Services

LRS Annual Professional Evaluation for LRS Prof/Tech Employees

Name: _____
Check applicable: ( ) Self ( ) Supervisor

Title: _____ Campus _____ Date_____

Please check the appropriate response for all 25 areas. While the evaluation process is subjective in nature, be as objective as possible. Be able to substantiate responses with observed behavior.

This form groups related areas together. Those who need to make further distinction may check the comment box and add comments to clarify at the end of the form. If the question is not applicable or you do not know, check that box.

	GENERAL HANDLING OF JOB RESPONSIBILITIES	☐ Above Standard	☐ Meets Standard	☐ Below Standard	☐ Not Applicable/ Don't Know	☐ See Comments
1.	**Quality of work.**	☐	☐	☐	☐	☐
2.	**Quantity of work.**	☐	☐	☐	☐	☐
3.	**Planning and Organizing:** Sets reasonable and attainable objectives and goals, establishes priorities, allocates resources effectively, anticipates future requirements, and maintains appropriate records.	☐	☐	☐	☐	☐
4.	**Work Timeliness and Dependability:** Meets deadlines as required, follows assigned tasks through to completion in a reasonable time.	☐	☐	☐	☐	☐
5.	**Creativity:** Generates new concepts, approaches, and methods, or new applications.	☐	☐	☐	☐	☐
6.	**Initiative:** Resourceful in accepting responsibility and taking appropriate action with a minimum of direction.	☐	☐	☐	☐	☐
7.	**Problem Solving:** Identifies and evaluates alternative solutions and makes appropriate decisions. Offers constructive suggestions to improve operations.	☐	☐	☐	☐	☐
8.	**Flexibility:** Works well under pressure and is sensitive to problems and changes within the work environment and responds to them appropriately.	☐	☐	☐	☐	☐
9.	**Working with Others:** Establishes and maintains productive, diplomatic and collegial working relationships. Works cooperatively and effectively with students, faculty and other staff. Treats students and staff with respect and sensitivity.	☐	☐	☐	☐	☐

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		☐ Above Standard ☐ Meets Standard ☐ Below Standard	☐ Not Applicable/ Don't Know ☐ See Comments
10.	**Committee/Team Membership:** Works effectively in committee and other team efforts. (Based on committee evaluation)	☐ ☐ ☐	☐ ☐
11.	**Motivation and Drive:** Self-motivated, works hard and conscientiously, shares enthusiasm, has ambition, energy, and persistence.	☐ ☐ ☐	☐ ☐
12.	**Professional Conduct:** Communicates expected professional behavior, maintains a professional appearance, adheres to policies and procedures, maintains contact with immediate supervisor, welcomes suggestions and constructive criticism.	☐ ☐ ☐	☐ ☐
13.	**Public Service Orientation:** Demonstrates a commitment to providing quality service to our clientele. Makes service to students and faculty a first priority.	☐ ☐ ☐	☐ ☐
14.	**College Resources:** Uses college property and funds in productive and cost effective manner. Contributes to development of budget. Expends funds effectively.	☐ ☐ ☐	☐ ☐
15.	**Verbal Communication:** Communicates effectively with staff, faculty and students within college, and with vendors, publishers, etc. outside the college.	☐ ☐ ☐	☐ ☐
16.	**Written Communication:** Communicates effectively with staff, faculty and students within college, and with vendors, publishers, etc. outside the college.	☐ ☐ ☐	☐ ☐
17.	**Professional Development:** Continues to develop professional competence. Keeps abreast of discipline, participates in professional growth activities, such as classes, conferences, workshops, and memberships in professional organizations. Shares information gained with colleagues as appropriate.	☐ ☐ ☐	☐ ☐
18.	**College Role:** Understands, supports, and can explain College mission and programs. Acts in accordance with College policies and procedures. Participates in campus and collegewide committee work and meetings.	☐ ☐ ☐	☐ ☐
	KNOWLEDGE AND SKILLS RELATED TO POSITION REQUIREMENTS (answer all areas which are appropriate to your duties)		
19.	**Teaching:** Has knowledge of and demonstrates competency in teaching. Uses effective instructional techniques, uses appropriate instructional materials, teaches assigned subject matter, uses clearly stated learning objectives.	☐ ☐ ☐	☐ ☐

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		Above Standard	Meets Standard	Below Standard	Not Applicable/ Don't Know	See Comments
20.	**Instructional Development:** Has knowledge of and demonstrates competency in instructional development. Seeks to promote LRS instruction, participates in ongoing course development, keeps instruction current, works cooperatively with other LRS professionals and ACC faculty to develop the most appropriate instruction and produces instructional materials.	☐	☐	☐	☐	☐
21.	**Instructional Technology:** Has knowledge of and demonstrates competence in Instructional Technology. Effectively assists faculty and staff in incorporating the use of technology into the instructional process and campus operations.	☐	☐	☐	☐	☐
22.	**IT-Managerial:** Manages and oversees the day to day operations, which includes staff, resources and services of LRS Media and Computer Center.	☐	☐	☐	☐	☐
23.	**Collection Development:** Has knowledge of and demonstrates competency in collection development. Analyzes and maintains the collection, selects appropriate materials, expends funds according to collection development guidelines, communicates effectively with faculty and others, as needed, in developing the collection.	☐	☐	☐	☐	☐
24.	**Automation:** Has knowledge of and demonstrates competence in LRS automation. Effective with computer hardware, computer software, telecommunications, and networking issues as they relate to LRS needs.	☐	☐	☐	☐	☐
25.	**Personnel Management:** Effectively and fairly selects, ensures training of, supervises, and evaluates employees.	☐	☐	☐	☐	☐

COMMENTS on Items 1-27
Attach additional sheet if necessary

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SUMMARY COMMENTS

Attach additional sheet if necessary.

1. Employee/supervisor comments on job responsibilities, goals and objectives, and accomplishments. Review year's highlights. Acknowledge special work, projects, successes, or innovations. (Supervisor can add comments to employee's list or do a separate list.)

2. Supervisor recommendations for future performance. What should employee start, stop or continue doing?

Copies of this completed form will go to the employee and supervisor.

Employee Signature: _____ Supervisor Signature: _____ Date: _____

7/95

AUSTIN COMMUNITY COLLEGE
Learning Resource Services

LRS Annual Professional Evaluation for LRS Library Faculty

Name: _____
Check applicable: ( ) Self ( ) Supervisor

Title: _____ Campus _____ Date_____

Please check the appropriate response for all 25 areas. While the evaluation process is subjective in nature, be as objective as possible. Be able to substantiate responses with observed behavior.

This form groups related areas together. Those who need to make further distinction may check the comment box and add comments to clarify at the end of the form. If the question is not applicable or you do not know, check that box.

	GENERAL HANDLING OF JOB RESPONSIBILITIES	☐ Above Standard	☐ Meets Standard	☐ Below Standard	☐ Not Applicable/ Don't Know	☐ See Comments
1.	**Quality of work.**	☐	☐	☐	☐	☐
2.	**Quantity of work.**	☐	☐	☐	☐	☐
3.	**Planning and Organizing:** Sets reasonable and attainable objectives and goals, establishes priorities, allocates resources effectively, anticipates future requirements, and maintains appropriate records.	☐	☐	☐	☐	☐
4.	**Work Timeliness and Dependability:** Meets deadlines as required, follows assigned tasks through to completion in a reasonable time.	☐	☐	☐	☐	☐
5.	**Creativity:** Generates new concepts, approaches, and methods, or new applications.	☐	☐	☐	☐	☐
6.	**Initiative:** Resourceful in accepting responsibility and taking appropriate action with a minimum of direction.	☐	☐	☐	☐	☐
7.	**Problem Solving:** Identifies and evaluates alternative solutions and makes appropriate decisions. Offers constructive suggestions to improve operations.	☐	☐	☐	☐	☐
8.	**Flexibility:** Works well under pressure and is sensitive to problems and changes within the work environment and responds to them appropriately.	☐	☐	☐	☐	☐
9.	**Working with Others:** Establishes and maintains productive, diplomatic and collegial working relationships. Works cooperatively and effectively with students, faculty and other staff. Treats students and staff with respect and sensitivity.	☐	☐	☐	☐	☐

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		☐ Above Standard	☐ Meets Standard	☐ Below Standard	☐ Not Applicable/ Don't Know	☐ See Comments
10.	**Committee/Team Membership:** Works effectively in committee and other team efforts. (Based on committee evaluation)	☐	☐	☐	☐	☐
11.	**Motivation and Drive:** Self-motivated, works hard and conscientiously, shares enthusiasm, has ambition, energy, and persistence.	☐	☐	☐	☐	☐
12.	**Professional Conduct:** Communicates expected professional behavior, maintains a professional appearance, adheres to policies and procedures, maintains contact with immediate supervisor, welcomes suggestions and constructive criticism.	☐	☐	☐	☐	☐
13.	**Public Service Orientation:** Demonstrates a commitment to providing quality service to our clientele. Makes service to students and faculty a first priority.	☐	☐	☐	☐	☐
14.	**College Resources:** Uses college property and funds in productive and cost effective manner. Contributes to development of budget. Expends funds effectively.	☐	☐	☐	☐	☐
15.	**Verbal Communication:** Communicates effectively with staff, faculty and students within college, and with vendors, publishers, etc. outside the college.	☐	☐	☐	☐	☐
16.	**Written Communication:** Communicates effectively with staff, faculty and students within college, and with vendors, publishers, etc. outside the college.	☐	☐	☐	☐	☐
17	**Professional Development:** Continues to develop professional competence. Keeps abreast of discipline, participates in professional growth activities, such as classes, conferences, workshops, and memberships in professional organizations. Shares information gained with colleagues as appropriate.	☐	☐	☐	☐	☐
18.	**College Roles** Understands, supports, and can explain College mission and programs. Acts in accordance with College policies and procedures. Participates in campus and collegewide committee work and meetings.	☐	☐	☐	☐	☐
	KNOWLEDGE AND SKILLS RELATED TO POSITION REQUIREMENTS (answer all areas which are appropriate to your duties)					
19.	**Teaching:** Has knowledge of and demonstrates competency in teaching. Uses effective instructional techniques, uses appropriate instructional materials, teaches assigned subject matter, uses clearly stated learning objectives.	☐	☐	☐	☐	☐

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		☐ Above Standard ☐ Meets Standard ☐ Below Standard	☐ Not Applicable/ Don't Know ☐ See Comments
20.	**Instructional Development:** Has knowledge of and demonstrates competency in instructional development. Seeks to promote LRS instruction, participates in ongoing course development, keeps instruction current, works cooperatively with other LRS professionals and ACC faculty to develop the most appropriate instruction and produces instructional materials.	☐ ☐ ☐	☐ ☐
21.	**Reference Services:** Has knowledge of and demonstrates competency in reference services. Actively and impartially assists users, connects users to appropriate resources, manages reference time and interviews well.	☐ ☐ ☐	☐ ☐
22.	**Collection Development:** Has knowledge of and demonstrates competency in collection development. Analyzes and maintains the collection, selects appropriate materials, expends funds according to collection development guidelines, communicates effectively with faculty and others, as needed, in developing the collection.	☐ ☐ ☐	☐ ☐
23.	**Technical Services:** Has knowledge of and demonstrates competence in technical services. Effective in working with national and international standards and LRS technical services practices and procedures.	☐ ☐ ☐	☐ ☐
24.	**Information Technology:** Has knowledge of and demonstrates competence in LRS information technology. Effective with computer hardware, computer software, telecommunications, and networking issues as they relate to LRS and user needs.	☐ ☐ ☐	☐ ☐
25.	**Personnel Management:** Effectively and fairly selects, ensures training of, supervises, and evaluates employees.	☐ ☐ ☐	☐ ☐

COMMENTS on Items 1-27
Attach additional sheet if necessary

AUSTIN COMMUNITY COLLEGE
Learning Resource Services

LRS Annual Professional Evaluation

Evaluation of Convener

Convener: _____ Committee: _____

Evaluator: _____ Date: _____

	Above Standard	Meets Standard	Below Standard	Not Applicable/ Don't know
Scheduled meetings according to committee charges and needs	☐	☐	☐	☐
Conducted meetings that facilitated agenda items	☐	☐	☐	☐
Sought equal voice/input from all committee members	☐	☐	☐	☐
Kept committee on track: dealt with high priority topics, kept discussion on topic, etc.	☐	☐	☐	☐
Made sure committee carried out responsibilities	☐	☐	☐	☐
Relayed committee information and needs to Management Team and other LRS professionals (charge, minutes, email, etc.)	☐	☐	☐	☐
Completed committee responsibilities in a timely manner	☐	☐	☐	☐
Worked productively with committee members	☐	☐	☐	☐

Comments:

This form will be sent to all committee members to complete.
Copies of the completed form will go to convener, supervisor, and LRS Dean.

AUSTIN COMMUNITY COLLEGE
Learning Resource Services

LRS Annual Professional Evaluation

Evaluation of Committee Member

Name:_____ Convener: _____ Date:_____

Committee:_____ Supervisor:_____

Employee completes:

Review your major contributions to the committee:

Convener completes:

	Above Standard	Meets Standard	Below Standard	Not Applicable/ Don't know
Attended and participated in scheduled committee meetings	☐	☐	☐	☐
Contributed to establishing committee goals and objectives	☐	☐	☐	☐
Completed committee responsibilities in a timely manner	☐	☐	☐	☐
Worked productively with committee members	☐	☐	☐	☐

Comments (use back if necessary):

Committee member completes top of form and forwards to convener, who completes bottom. Copies of the completed form will go to the individual and supervisor.

AUSTIN COMMUNITY COLLEGE
Learning Resource Services

LRS Annual Professional Evaluation
Goal Setting

Employee Signature:_____ Supervisor Signature:_____ Date:_____

☐ Draft Version: To be filled out by employee as a part of self evaluation.

☐ Final Version: Agreed upon by employee and supervisor.

Copies of this completed form will go to the employee and supervisor.

1. These are my job responsibilities for the coming year.

2. I plan to achieve the following goals and objectives during the coming year:

Goals and objectives	Timeline

(over)

2. Goals and objectives (continue)

3. To help meet these goals and objectives, these are appropriate professional development activities/travel requests for upcoming year.